

# PRAIRIE LOTUS



Novel  
Study

# UNIT CONTENTS

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- 20 Literary Analysis Assignments
- 26 Close Reading Assignments
- 19 Paired Texts – Nonfiction Readings, Historical Documents & More!
- 20 Mini-Quizzes – Check for Understanding
- 1 Final Literary Assessment
- 1 Final Comprehension Assessment
- 5 Vocabulary Crossword Puzzles
- 5 Vocabulary Practice Assignments
- 5 Vocabulary Quizzes
- Final Project & Project Choice Board
- Anticipation Guide & Activities
- Instructional Pacing Guide & Lesson Plans
- Digital Links for Google Drive™
- Answer Keys for ALL Resources!

# READING RESPONSE A

Prairie Lotus

Name:

Reading Response A: Chapter 1

1. What is Chapter 1 mostly about? Summarize the reading with key details and support with evidence.

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2. When does the novel take place? Where do Hanna and her father plan to go? What is life like in this setting? Describe the conditions under which the narrator and her father live. Support with evidence from the text.

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3. How long have Hanna and her father been traveling? From where did they travel? What does Hanna's brief comments about her previous home suggest about her background? Support with textual evidence.

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4. What hobby does Hanna enjoy doing in her spare time? Why does she enjoy this hobby? What does she hope to make one day? Support with textual evidence.

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5. Who does Hanna encounter while camped for the night? What does Hanna do for the group? How does she treat them? Explain and support with evidence from the text.

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20 Assignments  
– 8 Questions  
Each

Comprehension  
Questions

Prompts  
Require Textual  
Evidence

Common Core-  
Aligned  
Material

# READING RESPONSE A

6. Why do you think Hanna treats the group the way she does? What does the group give to Hanna before they leave? Why might they give Hanna this item? Explain and support with evidence from the text.

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7. Hanna's mother is mentioned several times throughout the chapter. What do readers learn about her through these references? Support with textual evidence.

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8. According to Hanna's father, what happened between the Sioux tribe and the U.S. government? How does he feel about these events? How does Hanna feel about them? Support with evidence from the text.

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## Visualize the Text

Directions: Identify an example of figurative language from the reading that helps you visualize the text. In the space below, draw the image the figurative language creates. Include the quote and page number.

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Quiz:

Visualization  
Section –  
Figurative  
Language

Accommodate  
for ALL  
Learners

Great for  
Small Group or  
Rotation  
Models

Rigorous  
Materials

# READING RESPONSE B

## Prairie Lotus

Name: \_\_\_\_\_

Reading Response B: Chapter 1

1. Describe the setting of the novel. When and where does it take place? What conflicts does the setting emphasize? Explain at least two and support with evidence from the text.

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2. How do Hanna and the Sioux women treat each other? What might motivate the Sioux to treat Hanna in this way? What motivates Hanna to treat the Sioux women in this way? Support with textual evidence.

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3. What do Hanna and the group of Sioux women exchange? What might these items symbolize in the text? Support with textual evidence.

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4. Describe Hanna's relationship with her father. What is it like? Why might their father-daughter relationship be like this? Support with textual evidence.

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5. According to Papa, how has the United States treated the Sioux tribe? What is Papa's attitude about this treatment? What is Hanna's attitude about this treatment? What might influence their perspective of the Sioux tribe's plight? Explain and support with evidence from the text.

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20 Assignments  
– 8 Questions  
Each

Analysis &  
Critical  
Thinking  
Questions

Prompts  
Require  
Textual  
Evidence

Stimulate  
Class  
Discussion

6. Hanna's father states: "The land out to go to people who work to improve it." (11) What prejudice does his statement reveal? Why might he harbor these beliefs? Do you find Papa's prejudice surprising? Why or why not? Explain and support with evidence from the text.

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7. What did Hanna learn about white people when living in California? What does this realization suggest about her identity, her place in America, and the conflicts she faces? What theme does Hanna's thought develop? What might the author want readers to learn about this theme? Support with textual evidence.

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8. Hanna's mother is mentioned several times throughout the chapter. Based on these references, what is her mother's background? What do you think happened to her? Explain and support with textual evidence.

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### Critical Connection

Directions: Based on this reading, identify a reference, description, or statement that relates to the time period the story takes place *and* makes you curious. What question(s) does what you identified raise for you? What else would you like to learn about this history?

Textual Evidence	Questions
	
Quiz:	

Critical  
Connections  
Section –  
Incorporating  
History

Mini-Quiz –  
Check for  
Understanding

Use for  
Differentiation

Great for  
Literature  
Circles

RESOURCE ALSO INCLUDES...

Discussion Questions • Answer Keys • Google  
Drive™ Links

# CLOSE READINGS

Prairie Lotus

Name: \_\_\_\_\_

Close Reading: Chapter 1

## Point of View

- \_\_\_\_\_ = The perspective from which the story is told.
- \_\_\_\_\_ = The character or person that tells the story.

<b>First Person</b>	The _____ perspective	Narrator = _____ character	Uses I, we, me, us, our	Narration: I went to the store.
<b>Second Person</b>	The _____ perspective	Narrator = _____	Uses you, your	Narration: You went to the store.
<b>Third Person Objective</b>	The _____ perspective	Narrator = _____	Uses he, she, they, them, him, her	Narration: She went to the store.
<b>Third Person Limited</b>	The _____ perspective	Narrator = _____	Uses he, she, they, them, him, her	Narration: She went to the store, and she was angry with her mother.
<b>Third Person Omniscient</b>	The _____ perspective	Narrator = _____	Uses he, she, they, them, him, her	Narration: She went to the store with her brothers, and they were all so angry with their mother.

In *Prairie Lotus*, the point of view is \_\_\_\_\_, and the narrator is \_\_\_\_\_.

## First Impressions

1. What are your initial impressions of the point of view? What is unique about the point of view and how the author emphasizes internal dialogue? Support your answer with evidence from the text.

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➤ 26 Assignments

➤ Notes for  
Literary  
Elements

➤ Graphic  
Organizers to  
Scaffold  
Learning

➤ Literary Skills-  
Based

# CLOSE READINGS

Since the story is told from \_\_\_\_\_'s perspective, the reader does not know the thoughts or feelings of the other characters. In the box below, draw Hanna's encounter with the Sioux women in Chapter 1. Then, in the character sections, describe what each character may be thinking or feeling during this event. Most importantly, provide textual evidence that supports your inference as to their point of view.

**Hanna**

What is Hanna thinking and/or feeling during the encounter?

**Sioux Women**

What might the Sioux women be thinking and/or feeling during the encounter?

**Papa**

What might Papa be thinking and/or feeling seeing the encounter?

Evidence to prove Hanna's thoughts/feelings:

Evidence to prove the group's thoughts/feelings:

Evidence to prove Papa's thoughts/feelings:

5 Whole Novel Assignments

Accommodate for All Learners

Rigorous & Creative Tasks

Text-Based Analysis



**Point of View Analysis**

1. How does examining the interaction between Hanna and the Sioux women from multiple perspectives enhance your understanding of the incident? Support with evidence from the text.

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2. What may be some advantages of the narrator's point of view in *Prairie Lotus*? Support with evidence from the text.

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3. What may be some disadvantages of the narrator's point of view? Support with textual evidence.

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4. Do you believe the narrator is reliable and trustworthy? Why or why not? Support with evidence from the text.

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5. How has the point of view influenced your feelings about Hanna and her situation so far? Why? Support with textual evidence.

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6. If you could hear from another character throughout the rest of the novel, which character would you like to narrate/hear more from? Why? Support with textual evidence.

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Depth of  
Knowledge  
Questions

Common Core-  
Aligned  
Material

Great for  
Rotation  
Centers

Provides  
Flexibility &  
Helps  
Differentiate

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

# PAIRED TEXTS

## Transcontinental Railroad

Name:

Prairie Lotus: Paired Text 17

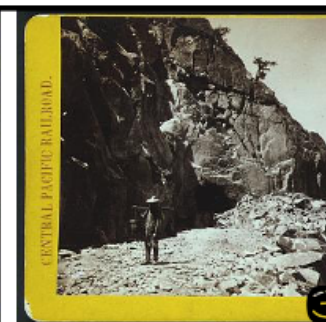
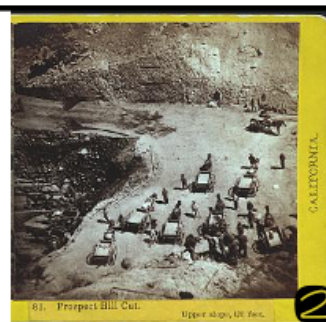
From the moment Chinese immigrants arrived in the United States, they made positive contributions throughout the country. They aided in the development of California's agriculture and wine sector, established businesses, and built thriving communities that we can still recognize in the form of Chinatowns. They did this all in the face of the violence, racism, and exclusionary laws. The fact their presence now goes almost unremarked speaks to their fortitude<sup>1</sup> in overcoming those challenges to make a permanent and ever-growing impact. And yet, the path from outsider to acceptance was long and dangerous. Chinese labor on and development of the famous **transcontinental railroad** offers an illustrative example of that fact.

### The Need for Speed

Even as the United States was rapidly industrializing and expanding its reach across the vast North American continent, travel hampered<sup>2</sup> the country's ability to sustain growth. If a person wanted to journey from the East Coast to the West Coast, they had two options. Voyagers could either travel across land or trek by sea around the tip of South America or across the Isthmus of Panama and then by ship again up the coast to California. Both options were dangerous, expensive, and very long. To ease the challenges it posed, Congress passed the Pacific Railroad Act in 1862. The goal was to link the country in order to boost the flow of people, goods, and trade from coast-to-coast. The government hired two companies to construct the 2,000-mile route, which would shorten the trip to five days. In 1863, the Central Pacific Railroad Company laid the first tracks in California and began to work east; the Union Pacific Railroad Company started in Nebraska and built west.

By 1865, the Central Pacific faced numerous problems. Pushing through the Sierra Nevada range's solid granite proved back-breaking and treacherous. Many either refused to take on the back-breaking work or quit due to its dangers. Hoping to solve this problem, the Central Pacific's foreman, **James Harvey Strobridge**, decided to hire Chinese laborers. At the time, racist attitudes made hiring Chinese immigrants rare. Counter to the era's prejudiced beliefs, though, the workers proved to be skilled, hard-working, resilient, and resourceful. Eventually, Chinese laborers constituted approximately 90% of the Central Pacific workforce. Despite formidable<sup>3</sup> obstacles, progress never relented,<sup>4</sup> and the Central Pacific's tracks continued inching onward through the land.

### CENTRAL PACIFIC RAILROAD PHOTOS



1 – Summit tunnel, before completion.

2 – Prospect Hill Cut. Upper slope, 170 feet; shows Chinese workers with horse-drawn carts.

3 – Heading of east portal Tunnel No. 8; shows Chinese railroad worker with a shoulder pole. (c. 1865)

10 Nonfiction Readings

Engaging Text Features

Comprehension & Analysis Questions

Key Terms & Glossary

# PAIRED TEXTS

## Dangerous Work

The railroad's construction meant literally conquering mountains. Workers had to use explosives to carve out the space needed for tracks and 15 tunnels along the way. Laborers averaged mere inches of progress per day since holes for explosives had to be hand-drilled. The longest tunnel, over 1,700 feet long, took two years to dig out. The laborers also had to cut forests, build bridges, and construct retaining walls. They did it all without machinery. Dirt and stone was hauled out by handcarts. Not only was the work incredibly difficult, the climate proved daunting<sup>5</sup> as well. Laborers endured avalanches, freezing temperatures, and some of the worst winters ever recorded. For the Chinese workers, who mostly hailed from humid, south China, the snowy, bitter cold was yet another formidable obstacle.

Despite their heroic, tireless efforts, Chinese workers were paid between 30-50% less than their white counterparts. Even while receiving these lower wages, they were still tasked with the most hazardous<sup>6</sup> jobs. For instance, when the need arose to blast out the side of steep cliffs, Chinese workers were lowered down the side in handwoven baskets to place explosives. After placing the explosive, the worker could only hope to be pulled up in time before it detonated. Sadly, the dangerous work undoubtedly cost the lives of a significant number of workers. In a sad reflection of the times, the exact number remains unknown because Chinese immigrant deaths were not considered important enough to track.

## Honoring Chinese Contributions

After six years of backbreaking work, the railroad's completion was celebrated at Promontory Point, Utah on May 10, 1869. In another sad reflection of the times, the Chinese workers' contributions were not acknowledged despite the fact it was their drive and ingenuity that had made the feat possible. The **Golden Spike Ceremony** honored the work of both railroad companies with images capturing the celebration. Yet, not a single Chinese laborer was included. Even when the railroad's 100<sup>th</sup> anniversary was celebrated, the role of Chinese immigrants in its construction was flatly ignored. The Secretary of Transportation commemorated<sup>7</sup> the moment by stating, "Who else but Americans could drill ten tunnels in mountains 30 feet deep in snow?" The reality is that the accomplishment would not have been possible without Chinese immigrants. Appreciation for those contributions is long overdue but beginning to gain traction. Today, there is a renewed effort to recognize the role Chinese immigrants played in building a transcontinental railroad. Still, as with many aspects of culture and society in the United States, credit is often owed to the marginalized,<sup>8</sup> such as the Chinese immigrants willing not only to overcome mountains but also racism as they built and left a permanent legacy in the country.

### GLOSSARY OF TERMS

<sup>1</sup> Fortitude: courage in pain or adversity

<sup>2</sup> Hampered: to restrict or interfere with the movement or operation of

<sup>3</sup> Formidable: offering serious difficulties

<sup>4</sup> Relented: to become less severe, harsh, or strict

<sup>5</sup> Daunting: to lessen the courage of ; make afraid

<sup>6</sup> Hazardous: dangerous or risky

<sup>7</sup> Commemorated: celebrate (an event, a person, or a situation) by doing or building something

<sup>8</sup> Marginalized: (of a person, group, or concept) treated as insignificant or peripheral

Common Core-  
Aligned  
Material

Historical  
Documents

Make  
Connections  
Across Texts

Critical  
Thinking  
Questions

# “To My Mother” Poem

Name: \_\_\_\_\_

Prairie Lotus: Paired Text 8

## Poem Reading & Analysis

The poem “To My Mother,” as mentioned in *Prairie Lotus*, is included in McGuffey’s Sixth Eclectic Reader. Since the poem is important to Hanna, let’s read and analyze its meaning to develop a better understanding of her character.

### TO MY MOTHER.

1. I KNOW thou art gone to the land of thy rest;  
Then why should my soul be so sad?  
I know thou art gone where the weary are best,  
And the mourner looks up and is glad;  
Where Love has put off in the land of its birth,  
The stain it had gathered in this,  
And Hope, the sweet singer that gladdened the earth,  
Lies asleep in the bosom of bliss.
2. I know thou art gone where thy forehead is starred  
With the beauty that dwelt in thy soul,  
Where the light of thy loveliness can not be marred,  
Nor thy heart be flung back from its goal;  
I know thou hast drunk of the Lethe that flows  
Through a land where they do not forget;  
That sheds over memory only repose,  
And takes from it only regret.
3. This eye must be dark, that so long has been dim,  
Ere again it may gaze upon thine;  
But my heart has revealings of thee and thy home,  
In many a token and sign;  
I never look up, with a vow, to the sky,  
But a light like thy beauty is there;  
And I hear a low murmur, like thine, in reply,  
When I pour out my spirit in prayer.
4. In the far-away dwelling, wherever it be,  
I believe thou hast visions of mine;  
And the love that made all things as music to me,  
I have not yet learned to resign.  
In the hush of the night, on the waste of the sea,  
Or alone with the breeze, on the hill,  
I have ever a presence that whispers of thee,  
And my spirit lies down and is still.
5. And though like a mourner that sits by a tomb,  
I am wrapped in a mantle of care;  
Yet the grief of my bosom – oh! Call it not gloom –  
Is not the black grief of despair.  
By sorrow revealed, as the stars are by night,  
Far off a bright vision appears;  
And hope, like the rainbow – a creature of light,  
Is born, like the rainbow, in tears.

1. To whom does the author write the poem?
2. Where has the person gone?
3. How does the speaker feel?
4. According to the speaker, what kind of person is the deceased?
5. When the deceased drinks from the Lethe, what happens?
6. How does the speaker keep the deceased with them?
7. How does the speaker connect with the deceased?
8. What does the speaker hope the deceased sees?
9. What will the speaker not give up?
10. When does the speaker feel connected with the deceased?
11. What happens to the speaker’s sadness? What does it turn into?
12. How does the speaker’s sadness turn into the feeling identified in #11?

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Variety of  
Texts to  
Engage ALL  
Learners

Use to  
Differentiate

Use for  
Centers or  
Rotation Model

Cross-  
Curricular  
Learning

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

# READING CHECKS

Prairie Lotus

Name:

Reading Check 1: Chapter 1

1. What does Hanna like to sketch in her free time?

2. What does Hanna make for the group of women she encounters while camped for the night?

3. What does the group give to Hanna before they leave?

Prairie Lotus

Name:

Reading Check 3: Chapter 3

1. Who is LaForge's justice of the peace?

2. Where will Hanna start going on Monday?

3. What does Hanna want to wear when she attends the place you identified in #2?

Prairie Lotus

Name:

Reading Check 2: Chapter 2

1. Which of Mama's possessions does Hanna have and cherish the most? What is carved into this item?

2. Where was Papa born?

3. Who ran the boardinghouse where Mama and Papa met?

Prairie Lotus

Name:

Reading Check 4: Chapter 4

1. What level Reader will Hanna work on at school?

2. Who is Hanna's seatmate?

3. Which student reads out loud to the class first?

20 Mini-Quizzes  
– 3 Questions  
per Reading

Complete on  
Google  
Forms™

Comprehension  
& Analysis  
Resources

Common Core-  
Aligned  
Materials

# QUIZZES & TESTS

## Prairie Lotus

Name: \_\_\_\_\_

Quiz I: Chapters 1-13

### SECTION I: Order the following events of the novel in chronological order

- \_\_\_\_\_ - Hanna helps Papa order goods for the shop and studies for her final diploma examinations.
- \_\_\_\_\_ - Hanna and Papa meet with Mr. Harris to discuss the possibility of Hanna attending school.
- \_\_\_\_\_ - A group of students steals Hanna's penmanship paper, and they put it in the water bucket.
- \_\_\_\_\_ - As Dolly takes a walk with Hanna, her father comes to the school to take her home. When he leaves, he spits in Hanna's direction.
- \_\_\_\_\_ - Hanna meets a group of Sioux women and makes them soup.

### SECTION II: Mark true statements with a T, and false statements with an F

- \_\_\_\_\_ - Hanna was born and raised in San Francisco, California until she was eleven.
- \_\_\_\_\_ - Miss Walters allows Hanna to wear her bonnet in school until she is ready to keep it off.
- \_\_\_\_\_ - When Papa and Hanna left California, Papa did not let Hanna take Mama's most prized possession, the button box.
- \_\_\_\_\_ - While Papa wants Hanna to work in the shop's storeroom, Hanna wants to become the shop's seamstress.
- \_\_\_\_\_ - After Hanna eats soup with the Sioux women, they give Hanna bulbs of garlic braided together.

### SECTION III: Fill-in-the-blank

1. When Papa made Hanna's mother the button box, he carved a \_\_\_\_\_ flower on the lid.
2. The students that did not live in town, lived on \_\_\_\_\_, 160-acre parcels of farmland.
3. Papa and Mr. Harris first met in \_\_\_\_\_, and Papa helped Mr. Harris build his house.
4. When Mama tells Hanna about her own parents, Mama explains how her father was from \_\_\_\_\_.
5. Hanna curses without cursing by saying \_\_\_\_\_.

### SECTION IV: Multiple-choice

1. \_\_\_\_\_ Which aspect of the novel's setting influences the characters the most?
  - a. The summer heat of LaForge
  - b. The prejudiced attitudes of the time period
  - c. The presence of Native Americans and the nearby reservation
  - d. The Gold Rush and increase in newcomers to the frontier
2. \_\_\_\_\_ Which of the following best describes the point of view of the novel?
  - a. First person from Hanna's perspective
  - b. First person from Papa's perspective
  - c. Third person limited to Hanna's perspective
  - d. Third person limited to Papa's perspective

2 Novel  
Quizzes – 1 per  
Half

Depth of  
Knowledge  
Questions

Check for  
Understanding

Essay Choice  
Board

# Prairie Lotus

Name: \_\_\_\_\_  
Final Literary Assessment A: Student Answer Key

**Character Matching:** Write the answer to each question on the blank. Draw a dress for extra credit.

- |          |          |          |           |
|----------|----------|----------|-----------|
| 1. _____ | 4. _____ | 7. _____ | 10. _____ |
| 2. _____ | 5. _____ | 8. _____ |           |
| 3. _____ | 6. _____ | 9. _____ |           |

**Multiple-Choice – Sections I-III:** Write the answer to each question on the blank. Draw a lotus for extra credit.

## Section I

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Section II

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Section III

11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

**SHORT ANSWER RESPONSE:** The following questions (1-7) are for the entire novel *Prairie Lotus*. Make sure to answer each part in order to receive full credit.

1. Describe the setting of the novel. Where does it take place? When does it take place? Be as descriptive as possible about all parts of the setting. Provide two examples from the text to support your answer.

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2. What is the main conflict of the novel? What other conflicts does this main conflict cause? Use at least two details to support your answer.

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3. What is the point of view of the novel? How might the novel be different if Papa narrated the story? What would change? Use two details to support your answer.

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Novel Quotes  
Test

2 Final  
Literary  
Assessments

Accommodate  
for All  
Learners

Multiple Uses  
& Flexible  
Implementation

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

# VOCABULARY

Prairie Lotus

Name: \_\_\_\_\_

Vocabulary Practice: Set I

### Part I

Directions: Read the following sentences. Put a checkmark (✓) on the blank when the vocabulary word is used correctly. Put an x (X) on the blank when the vocabulary word is used incorrectly.

- \_\_\_\_\_ - The audience mocked the young actor when he forgot his lines, shouting derisively and booing him until he ran off stage.
- \_\_\_\_\_ - Although she was tactful at her boss, she remained calm and composed when responding to the accusation of misconduct.
- \_\_\_\_\_ - The team hastily practiced for the game, taking their time to make sure everyone knew the game plan.
- \_\_\_\_\_ - She bristled at the suggestion that she should quit the project because she could not handle the work.
- \_\_\_\_\_ - The competition winner was so boastful at the awards ceremony, many refused to applaud.

### Part II

Directions: For the following vocabulary words, circle all correct synonyms or antonyms for the word.

Shrewd – SYNONYMS	Derisively – ANTONYMS
Shy    Sharp    Unintelligent	Kindly    Insulting    Rude
Puzzled    Smart	Respectfully    Politely
Sly    Bored    Clever	Warily    Mocking    Absently
Tactful – ANTONYMS	Acquainted – SYNONYMS
Considerate    Rude    Intelligently	Charming    Familiarized    Unknown
Thoughtful    Thoughtless	Odd    Unusual
Impolite    Helpful    Sensitive	Delayed    Modest    Informed

### Part III

Directions: Create a sentence using the following vocabulary words. Be sure to include context to show the meaning.

1. **Impudent** – \_\_\_\_\_  
\_\_\_\_\_
2. **Acquainted** – \_\_\_\_\_  
\_\_\_\_\_
3. **Diligently** – \_\_\_\_\_  
\_\_\_\_\_

Vocabulary List – Word Location

Google Forms for Easy Grading

5 Vocabulary Practice Assignments

5 Vocabulary Quizzes

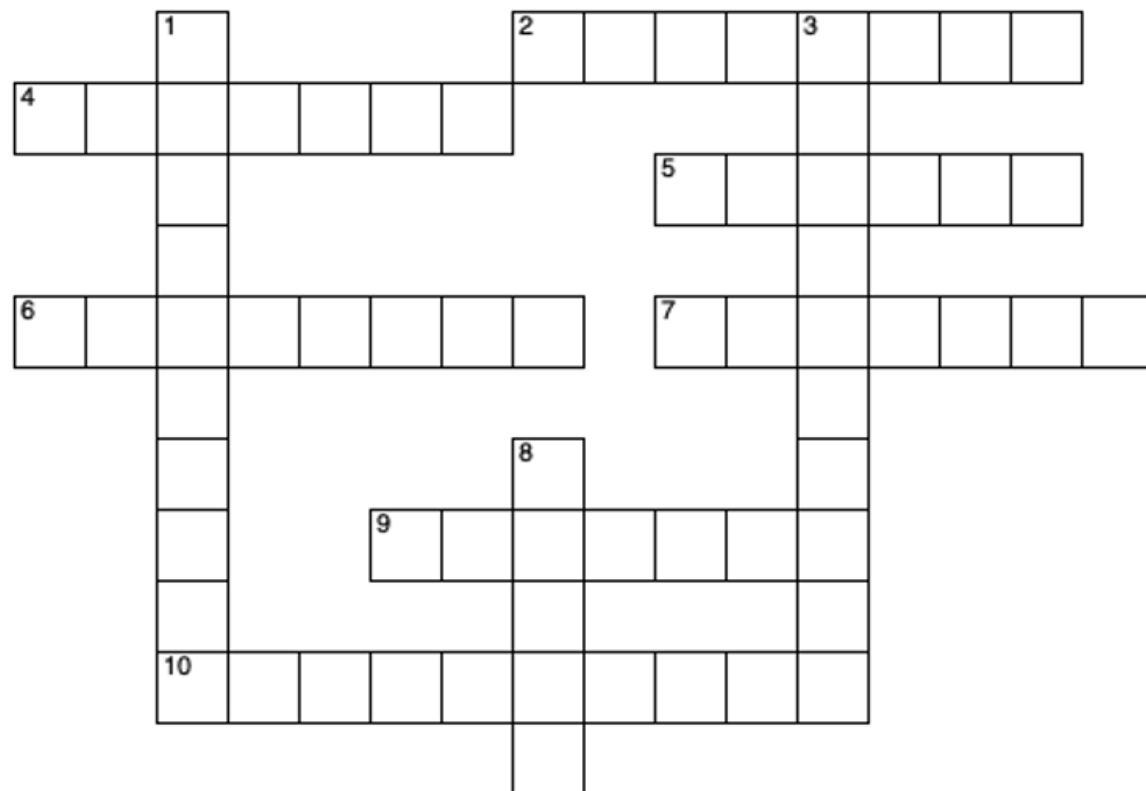


# Prairie Lotus

Name: \_\_\_\_\_

Crossword Puzzle: Set 1

Directions: Match the definition, synonym, antonym, or sentence with the correct word.



## ACROSS

- 2 Synonym: Disrespectful or rude
- 4 Surprised by her daughter's new haircut, she found it difficult to express her opinion in a \_\_\_\_\_ way, so she kept quiet.
- 5 The politician was a \_\_\_\_\_ negotiator. She always knew the best time to close deals with the opposition.
- 6 Antonym: Modest or unassuming
- 7 When the landscapers saw the approaching storm, they \_\_\_\_\_ gathered all their equipment and packed up to leave.
- 9 React angrily or defensively
- 10 Synonym: Carefully or eagerly

## DOWN

- 1 Antonym: Unknowing
- 3 In a manner expressing contempt or ridicule
- 8 Involve someone or something in (a difficult situation)

WORD BANK: ACQUAINTED, BOASTFUL, BRISTLE, DERISIVELY, DILIGENTLY, HASTILY, IMPUDENT, MIRE, SHREWD, TACTFUL

Puzzle made at puzzle-maker.com

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5 Crossword  
Puzzles

Expanding  
Understanding

Essential  
Definitions

Application in  
Context

RESOURCE ALSO INCLUDES...

Answer Keys • Google Drive™ Links

# BONUS RESOURCES

## Prairie Lotus

Name: \_\_\_\_\_  
Project Choice Board

Directions: Below you will find 9 project options. Each project is assigned a point value. To complete the choice board, you must finish enough projects to reach \_\_\_\_\_ points. Ask your teacher for additional directions.

Choice 1	Choice 2	Choice 3
Debate on justice and fairness: The law should not meddle in a person's personal business. Pick a side and write an argumentative essay on your stance.	Write a narrative about a time you felt you were treated unfairly or faced injustice.	Create a found poem from the novel that captures the theme of justice/injustice.
1 Point	1 Point	1 Point
Choice 4	Choice 5	Choice 6
Imagine you lived in LaForge in 1880. Pick 2-3 important events from the novel. Write a narrative about how you would be involved and/or affected by these events.	Pick two of the most courageous moments in the novel – one of action and one of <i>inaction</i> . Draw these two scenes side-by-side. Then, explain the lesson to be learned about courage through both moments.	Pick a scene in the novel where injustice occurs. Recreate and rewrite the scene as a comic strip. Revise the interaction/event to make it just and fair.
2 Points	2 Points	2 Points
Choice 7	Choice 8	Choice 9
How does the novel portray Westward Expansion and prairie settlement? Based on its events, weigh the benefits with the costs and write an argumentative essay explaining whether the ends justified the means.	Create a script between Hanna's mother and Wichapiwin. Have the two discuss their experiences as minorities in the United States during the 19 <sup>th</sup> century.	Imagine you are Miss Walters. Design a lesson that would teach the students to be accepting and tolerant of all classmates, including Hanna.
3 Points	3 Points	3 Points

Project Choice Board

Final Novel Project

Anticipation Guide

Anticipation Activities

# BONUS RESOURCES

## Day 2 Reading 1

### Essential Question(s)

- What is the point of view of the text? How does the point of view influence the reader's understanding of the text?
- What push factors and pull factors motivated Chinese immigrants to come to the United States?

### Essential Standard(s) Covered

- RL.5-6.6 – Identify and analyze the point of view of the text, examining its advantages and disadvantages
- RI.5-6.9 – Compare and contrast author's depiction of events with another, especially in different forms
- RH.6.1 – Cite evidence from a text to support analysis
- RH.6.2 – Determine central ideas and include evidence to support analysis of a text

### Lesson Overview

Bell Ringer	• Examine the cover of the novel. What do you think it will be about?
Vocabulary	• Introduce List 1 and complete flashcards 1
Literary Notes	• Point of view notes – feel free to extend into a mini-lesson on point of view if needed
Reading	• Read Chapter 1 – reading can be aloud, in groups, or independently
Reading Analysis	• Reading Response A and/or B Chapter 1, Close Reading Chapter 1
Paired Text	• Paired Text 2: The Draw of America – complete text analysis A and/or B and complete the text comparison activity (The Push to Leave China & The Draw of America)

**Option:** Facilitate a discussion with students about the connection between the novel and the paired text.

### Resources Needed

- Novel: *Prairie Lotus*
- Vocabulary: Flashcards 1 (Vocabulary Resources)
- Reading Response A and B Chapter 1 (Reading Response Resources)
- Close Reading Chapter 1 (Close Reading Resources)
- Paired Text 2: The Draw of America & Paired Text Comparison (Paired Texts Resources)
- Exit Ticket Form (Assessment Resources)

### Homework

- Novel Reading 2 – Chapter 2 (*Optional*)

### Assessment

- Exit Ticket – What is the point of view of the novel? What is an advantage of the point of view? What is a disadvantage?

30

Instructional  
Lesson Plans

Pacing Guide

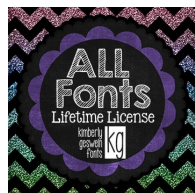
6-Week Unit  
With  
Implementation  
Suggestions

Standards  
Alignment

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